

DUNEDIN RUDOLF STEINER SCHOOL 2023 CHARTER

Contents

Mission statement	3
Vision	
Our Values	
Strategic Goals	
Aims and Objectives	4
Strategic Plan 2023 -2026	5
Annual Plan 2023	7
Supporting statements	12

DUNEDIN RUDOLF STEINER SCHOOL CHARTER

Mission statement

Our school will enable each pupil to become a free, responsible and caring individual with purpose and direction in life, with an awareness of the environment; an individual who, as a citizen of the world, can contribute to the future.

"Receive the children with Reverence, Educate them with Love, Let each go forth in Freedom"
Rudolf Steiner

Our children will be confident, connected, actively involved, lifelong learners.

Vision

A vibrant community with children who grow to know themselves as kaitiaki.

Our Values

- Steiner pedagogy which is age-appropriate, arts-based and referenced to the principles of truth, beauty and goodness
- Sanctity of childhood free of undue rush and pressure, fostering a sense of wonder
- Whakapapa interconnectedness with the natural world and each other
- Hauora spiritual, emotional, physical and mental well-being
- Whanaungatanga recognition of the humanity in each individual, the need for community and for manaakitanga of the community
- Kaitiakitanga responsibility and guardianship of our environment and culture on behalf of future generations and childhood

Strategic Goals

- 1. Enhance the expression of special character
- 2. Nurture the mana of te Tiriti
- 3. Grow the school
- 4. Foster a healthy community and environment

Dunedin Rudolf Steiner School

Aims and Objectives

AREA	AIMS	OBJECTIVES
Strategic Planning	To develop a strategic plan that reflects	The Board, Principal and staff, in conjunction
and Self Review	the National Education Goals through	with the associated kindergarten and Trust,
(links to Strategic Goals 1-4)	policies, plans, curriculum assessment,	develop and operate a strategic plan for the
	student achievement, professional	management of the school's operation, with
	review and development and a	annual, medium and long term goals.
	programme of ongoing self review.	
Bicultural policy	To further develop policies and	Policies and plans are implemented and
and practice	practices that reflect New Zealand's	reviewed in consultation with the school
(links to Strategic Goal 2)	cultural diversity and the unique	community. This includes its policy on the
	position of the Māori culture.	Teaching of te reo and te tikanga Māori and
		the development of the school grounds.
Curriculum content	To provide a full Steiner Curriculum	Each year the school's Principal and staff
and	that embraces the National Curriculum.	review the curriculum including annual
implementation	The school will offer a teaching and	targets and curriculum content, in
(links to Strategic Goal 1)	learning environment that encourages	collaboration with the Board of Trustees.
	children to be creative thinkers, socially	
	aware and reaching their academic and	
	artistic potential.	
Assessment and	To monitor teaching and learning in the	The school's assessment, review and
reporting (links to Strategic Goal 1)	school to ensure teaching and learning	reporting practices will ensure that teachers,
(links to Strategic Goal 1)	is informed by accurate assessment	students, parents and the Board are provided
	information.	with appropriate reports on progress so that
		the needs of individual children can be
		addressed effectively and given priority
E:	To an area than a boat and include	where necessary.
Finance (links to Strategic Goals 3)	To ensure the school optimises	The school will budget and track the use of
(mins to brutegie Gouls 3)	available resources.	financial resources, and maximise the
Dansannal	To anomate a high level of staff	resources that are available to it.
Personnel (links to Strategic Goals 1,2	To promote a high level of staff	Personnel policies and procedures will be
&4)	performance and well-being.	reviewed to ensure they promote best practice
		as a good employer. Well-being survey established.
Property	To provide a physical learning	The Board works alongside the Proprietors
(links to Strategic Goals	environment that reflects the school's	Trust, which owns the land and buildings, to
1,2,3&4)	special character as well as its	develop and implement appropriate
	geographical and historical setting and	maintenance and capital development plans,
	promotes learning in a safe, healthy and	and to ensure health and safety is regularly
	beautiful space for children, staff and	reviewed.
	the community.	
Community	To provide social and educational	The school will hold termly parent evenings
participation	opportunities for parents and friends of	to discuss pedagogical and curriculum
(links to Strategic Goals	the school to embrace the school's	content, as well as workdays, festivals; and
2,3&4)	vision, values and mission statement,	will provide fortnightly newsletters to ensure
	and to be engaged in promoting and	a transparent and inclusive approach to the
	supporting the school.	whānau.

Dunedin Rudolf Steiner School

Strategic Plan 2023 -2026

1. Enhance the expression of special character

2023	sion of special charact 2024	2025	2026
Continued evaluation and review of special character,	Special character strengths in school are shared nationally	Ongoing and responsive to staff.	Ongoing and responsive to staff.
teacher training needs and	through exchange of ideas in	Stair.	
other curriculum areas.	Steiner Fellowship.		
Continued focus on learning	Continued with reflection	Review methods, systems and	Implement changes on methods,
needs and differentiated	and review of effectiveness	reporting and make changes if	systems and reporting as
teaching, e.g. literacy and	of methods to achieve	and where appropriate.	appropriate.
numeracy.	desired outcomes.		
Develop clear support guidelines and reporting mechanisms.	Ongoing.		
Focus on writing skills.	Focus on lowest skill.	Focus on lowest skill. Identify	Focus on lowest skill. Identify
Identify areas for	Identify areas for	areas for improvement for	areas for improvement for 2024.
improvement for 2024.	improvement for 2024.	2024.	
Music curriculum delivery	By Class 5, have a recorder	Ongoing.	Review all areas.
includes reading and playing	orchestra of senior classes.	Oligollig.	Review all aleas.
of 3 part recorder music.	orchestra of semor crasses.		
All classes are part of the school choir.	The school choir increases repertoire of songs.	Ongoing.	
Woodwork becomes part of the technology curriculum.	Woodworks works on progression of skill development across the years.	Ongoing.	
Review te reo Māori curriculum delivery.	Implement step ups of te reo Māori. Stand-alone language classes.	Report on te reo Māori as a subject.	
Rhythmic movement,	Increase implementation of	Increase implementation of	Increase implementation of
including eurythmy, is a	rhythmic features in lessons.	rhythmic features in lessons.	rhythmic features in lessons. Start
dynamic feature of each main	Start to work towards forms	Start to work towards forms	to work towards forms that can be
lesson.	that can be shared in assemblies.	that can be shared with the community (senior classes).	shared with the community.
Work with SEANZ tool for	Focus on two areas of the	Focus on two areas of the	Focus on two areas of the SEANZ
special character attestation.	SEANZ tool, review and	SEANZ tool, review and	tool, review and make changes as
Develop plan to focus on 2	make changes as and where	make changes as and where	and where appropriate.
areas/year.	appropriate.	appropriate.	

2. Nurture the mana of Te Tiriti

2023	2024	2025	2026
Whole school and kindergarten internal review of implementation of goal.	Outcomes of 2023 review assessed, and changes made where required.	Teaching te Reo Māori as an accumulative subject which is measured against clearly	Reviewing the way te Reo Māori is delivered as part of the curriculum and make changes where and as
Students becoming more	Exploring making te Reo	developed steps of increased	appropriate.
fluent in te Reo Māori	Māori a stand-alone subject.	language proficiency for students as they go through the years.	
Student engagement with site enhancement, through outdoor/ woodwork. Impulse group to develop a plan for the school grounds that reflects the bicultural context as well as the special character of the school.	Completion of site development plan from impulse group and prioritising work and projects.	Beginning of implementation of site plan.	Continuation of implementation of site plan.

3. Grow the School

2023	2024	2025	2026
Redevelopment of marketing materials and review of strategy.	Implement strategy, connect with tertiary facilities.	Ongoing.	Ongoing.
Working closely with	Reach out further to other	Welcome stand-alone class of	Welcome second stand-alone class
kindergarten(s) to consolidate	kindergarten(s) to strengthen	24 students.	of 24 students.
and strengthen pathways from	numbers going into class 1.		
kindergarten into the primary		Apply for roll cap increase to	
school.	Implement plan for 6-year-	allow for 7 stand-alone classes	
Develop a plan for the 6-year-	old students.	of 24 students each.	
old students.			
Preparation with the Board	Finalising building plans for	Begin built for 2 new	Complete built of 2 new classroom
and Proprietors for the new	additional classroom space.	classroom spaces.	spaces.
classroom buildings. Review			
plans and finances.			

4. Foster a healthy community and environment.

2023	2024	2025	2026
Parent community nurtured through creating places to meet (playgroup, flow form, yurt) and engagement	Parent meetings extended and reviewed/revised.	Parent meetings extended and reviewed/revised.	Parent meetings extended and reviewed/revised.
facilitated through parent meetings, and working bees etc.	Develop project based working bees.	Develop project based working bees.	Develop project based working bees.
Impulse group established for grounds development, beautification and bicultural heritage.	Plan presented. Beginning of implementation.	Continuation of implementation.	Continuation of implementation.

Annual Plan 2023

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
Teaching practice in the classroom indicates that all teachers are in ongoing meaningful professional development in Steiner Education as well as extending knowledge of curriculum delivery in their chosen focus area.	Individual PD: A plan is made for teachers at the start of the year to support their ongoing professional development in a particular field (and reported to the board and proprietors). PD will be around the field of literacy, numeracy, special character of the school, the technology curriculum or wellbeing. General: Across school meetings with teachers in New Zealand from other Steiner schools. In school PD: Child studies are scheduled and carried out on a regular basis. College of teachers engage in meaningful deepening of understanding of the Steiner philosophy.	Teachers	Teachers will have chosen their particular field of inquiry for the year and the pd will support this. Teachers will have engaged with teachers in the same field from other schools and exchange practices and methodology. Child studies will have strengthened the understanding, practice, and approach to children in their academic and social development.
Woodwork curriculum is further developed for classes 4-7.	Woodwork will be an ongoing part of the technology curriculum. A plan is developed for year levels, showing progression of learning.	Technology teacher	Woodwork curriculum further developed and implemented to show progression through the years.

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
Improved student achievement in Literacy and Numeracy with special focus on students currently performing 'Below' in writing. Regular reporting and goal setting with stakeholders.	Students are identified and support provided through: - Teachers, teacher aide, special literacy and numeracy support, COL. - All children will have a CEP and clear goals - Goals will be reported on and reported to all stakeholders.	Class teachers, LSC, Teacher Aides, Literacy and Numeracy In School advisers, Collaborative work with parents.	Students will have been identified, clear plans developed and regularly revisited for next steps. Whanau will be engaged and updated in an ongoing way.

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
The school's relationship with local iwi is continually fostered and strengthened.	Visits to a local marae with a program that enhances the understanding and experience of Te Ao Māori and the local connection.	Teachers	A visit will have been made to Puketeraki or Ōtākou Marae.
Curriculum: Use of te reo Māori and tikanga practice is normalised.	Te Reo is taught across the school by insertion into the daily fabric. Teachers new to te Reo will try to join the course; Te Ahu o te Reo and all staff will attend in-school te reo sessions. Across school immersion opportunities are investigated and applied where feasible.	Teachers	Te reo Māori becomes part of the daily spoken language and can be heard on the school grounds.
	Attend workshops where the histories curriculum is explored in connection with the Steiner special character.		Across school experiences have allowed students to have a full immersion experience.
		Teachers/	Connections between special character and the Aotearoa histories curriculum have been strengthened and communicated.
Aotearoa Histories curriculum is strengthened and enhanced.		Principal	

Goal 3 Grow the School			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
Marketing material will be redeveloped	Update: website, marketing material, information pamphlets, Facebook	Board/ Props Management	Marketing material is updated and follows the marketing strategy
A clear shared vision of the marketing strategy is communicated to stakeholders	Formulate a marketing strategy and communicate to stakeholders	Management	Marketing strategy is documented and shared with governing bodies and staff
Numbers at the school increase to 12 in each year group in order to move to stand alone classes of 24 students per year level.	Review pathways from kindergarten(s) Create plan to ensure healthy numbers from kindergarten(s) into the school	Board/ Props Management	Kindergarten(s) work together to increase numbers following the Steiner pathway into the primary school.

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
Community events are being held regularly for the entire community and attendance noted to	School festivals are being held once a term to mark seasons (harvest, spring), bicultural celebrations (Matariki) and student achievements. The school fair and twilight market will happen again this year.	Teachers	Healthy attendance and participation at all school events from parents and the wider community.
inform future events.	Working Bees are held every term. The flow form will be installed to create a space for parents and students to engage with their surroundings.	Parents/Community	
Kaupapa Māori impulse group to support the integration of Te Ao Māori into the school.	Establish a working group to both work on and collaborate with the appropriate people to develop a site plan for the school grounds that reflects our bicultural context, and to ensure Te Ao Māori is embedded in the special character of the school. The curriculum as well as the school grounds reflect and live the values, the geography and historic bicultural setting of the Dunedin Rudolf Steiner School.	Working Group (Proprietors, Board)	There is a plan in place of the school physical environment design, which reflects Kaupapa Māori concepts.
The community's understanding of special character is deepened through	Teacher evening in which teachers demonstrate and whānau participate in activities the children would do, thus learning about special character through experience and exploration.	Teachers/	Increased awareness of special character in the parent community ar in governing bodies.
study and workshops in order to have governors and parents in a more informed	Anthroposophical nurse talks and practical workshops for the community to familiarise themselves with practices and approaches with the special character in mind.	Parents	
position to support special character	At governance meetings members are engaging with the special character through short readings and the SEANZ special character assessment tool.	Board/Proprietors	

Supporting statements

- 1. **Policy on the Teaching of te reo and te tikanga Māori** this policy is written to show the community how the school will respond if a parent seeks further instruction for their child in te Reo or tikanga Māori, in addition to what is already provided.
- 2. **Curriculum Planning and assessment** the school develops and reviews a set of curriculum policies and procedures which outline the school-wide approach to curriculum planning, assessment planning, self-review, appraisal planning, staff professional development planning. This includes a review of the Schools Steiner Curriculum
- 3. **Financial Planning** the school prepares an annual budget each year which shows how the resources received both from the Ministry of Education, the Proprietors Trust and other funding are used for the school to follow its annual and strategic aims. The Financial Policy and Procedure framework describes how financial resources are budgeted, monitored and reviewed.
- **4. Property Maintenance** the School, in conjunction with the Rudolf Steiner School Trust Otago, has a 10 year maintenance plan and a 10 year cyclical maintenance plan which shows how the school's property and capital development is planned.

All policies and procedures are available in the school office and on the school's website.